

2015-2016

IHE Masters Performance Report

Wingate University



Public Schools of North Carolina

State Board of Education

Department of Public Instruction

Overview of Master's Program

Since its founding in 1896, Wingate University has played a significant role in preparing individuals for the education profession. In June of 1985, Wingate University expanded its educational vision to include graduate degrees in Elementary Education. The Master of Arts in Education (M.A.Ed.) degree allows individuals who already hold elementary school licensure to pursue advanced studies in their current field. In 1996, responding to the growing demand for teachers and the need for effective alternative licensure programs, Wingate University complemented its traditional programs with the addition of the Master of Arts in Teaching (M.A.T). The M.A.T program allows individuals who hold baccalaureate degrees in fields other than education to prepare for a teaching career with elementary school licensure. Both the

M.A.Ed. and the M.A.T are practitioner degrees, and the goal of both is to prepare teachers to provide quality instruction in K-6 classrooms. The graduate professional education programs at Wingate University are guided by a conceptual framework consistent with the university's mission of Faith, Knowledge, and Service and are conceived in the context of a well-rounded liberal arts education. Professional knowledge and applied teaching components enable students to make creative and informed decisions to meet diverse classroom challenges and become effective facilitators of learning. The M.A.Ed. program consists of 30 semester hours in core and content-related experiences, focusing also on assessment and evaluation. Each course includes integral field experiences involving the planning, implementation, and evaluation of instruction. The M.A.Ed program successfully underwent revisioning during the 2010 - 2011 academic year. New courses emphasize problem-solving techniques and inquiry methods with intense interest in the most current research trends and methods as well as implementation of most recent technology. An optional special topics course allows candidates to engage in professional development projects or conduct further research.

The M.A.T program consists of 36-39 semester hours leading to the Master of Arts in Teaching degree, with licensure in Elementary Education (K-6). Prior to acceptance in the degree program, candidates undergo evaluation of recent experiences and transcript analysis to ensure that the student has met the liberal arts component consistent with Wingate University's conceptual framework. Students are notified of prerequisite coursework necessary for formal admission. Progression in the program is limited until prerequisites are met. Requirements for the M.A.T degree include the core, content, and evaluation/assessment similar to the components of the M.A.Ed., plus the completion of a 3-6 semester hour practicum, which is individually designed to match the needs and experience of the candidate. Before licensure can occur, students must meet minimum score requirements on the Pearson Reading, Mathematics and General Curriculum Tests.

Special Features of Master's Program

Several features distinguish Wingate University's Graduate Education programs. The programs emphasize the role of reflection in learning and professional growth. A uniform model for

reflection has been adopted and reflective components are essential in each course. Reflection is also crucial in the development of the program portfolio. A second distinguishing feature of the programs is the emphasis on practical application to particular instructional settings. Applied course components require collaboration with area teachers in observing, planning, and conducting instructional and professional growth activities. Each M.A.T candidate completes a supervised practicum in a K-6 school setting which is tailored to meet the particular needs and experience of the candidate. For example, candidates already serving as lateral entry teachers may complete a short, principal-supervised internship, while candidates with no classroom experience complete a longer, more closely supervised practicum. Close relationships with local K-6 schools allow for flexibility in practicum assignments, such as the occasional placement of M.A.T practicum candidates in year-round and summer programs and in high priority schools who often hire them upon licensure. The programs offer flexibility in admissions and program progression. Admission to Wingate's programs is on a rolling basis, and courses are designed so that they do not necessarily have to be taken in a particular sequence. An established course rotation ensures that each required course is offered at least once over a two-year span, so that candidates may complete the program in as few as two years to as many as six years. As resources and personnel allow, courses are offered more frequently, particularly as candidates express demand for a particular offering. The new M.A.T is now structured so that candidates take 6 initial courses and then complete their practicum. This enables them to apply for licensure. There are 5 additional courses to be taken after that – with successful completion students earn a master's degree. Students may substitute comparable coursework from other institutions for up to six hours of program credit. Wingate University refers students to published course listings from area institutions as this material becomes available to staff members. The program is responsive to the needs of candidates, particularly as they meet the demands of the K-6 classroom with increased emphasis on teaching literacy skills and accountability. In response to candidates' and employers' demands for greater preparation in literacy instruction and assessment, the general assessment course once required was replaced by adding a new course on Reading Foundations, Assessment, and Diagnosis and by placing greater emphasis on specific assessment strategies in various content courses. In response to needs for flexibility in

completion of requirements, candidates may now register for additional semesters to complete portfolio requirements.

The M.A.Ed and M.A.T programs both address, through required courses, the expectations for teacher education programs outlined in Senate Bill 724 and House Bill 23. Specifically listed below are the expectations with the Wingate course that address these expectations.

HB 23 (a) All Candidates are prepared to use digital and other instructional technologies to provide high-quality, integrated digital teaching and learning to all students: **ED 531: Research in Educational Trends, Issues, and Best Practice; ED 532: Curriculum Decision Making; ED 544: Teaching Inquiry, Scientific Literacy, and Healthful Living**

SB 724 (b) Candidates preparing to teach in elementary schools have adequate coursework in the teaching of reading and mathematics: **ED 502: Literacy in the 21st Century; ED 540: Communication Skills within the English Language Arts Curriculum; ED 542: Teaching and Learning Through a Problem-Solving Approach**

SB 724 (c) Assess elementary and special education: general curriculum candidates prior to licensure to determine that they possess the requisite knowledge in scientifically based reading and mathematics instruction that is aligned with the State Board's expectations: **ED 502: Literacy in the 21st Century; ED 540: Communication Skills within the English Language Arts Curriculum; ED 542: Teaching and Learning Through a Problem-Solving Approach.**

SB 724 (d) Candidates (preparing to teach in elementary schools) are prepared to apply formative and summative assessments with the school and classroom setting through technology-based assessment systems available in North Carolina schools that measure and predict expected student improvement: **ED 531: Research in Educational Trends, Issues, and Best Practice; ED 532: Curriculum Decision-Making; ED 535: Action Research; ED 552: Assessment and Instructional Intervention.**

SB 724 (e) Candidates (preparing to teach in elementary schools) are prepared to integrate arts education across the curriculum: **ED 532: Curriculum Decision Making; ED 546: Integrating Global Social Studies and Humanities; ED 560: Developing and Demonstrating Teacher Leadership.**

Wingate students are required to take the Pearson Reading, General Curriculum and Mathematics Tests for licensure. Professors who are teaching **ED 501 Foundations of Teaching and ED 502**

Literacy in the 21st Century are charged with including expectations for these tests at the beginning of a student's coursework. The same is also expected of professors who teach **ED 540 Language Arts Curriculum, ED 542 Teaching Problem-Solving Quantitative Reasoning, ED 544 Scientific Inquiry and ED 546 Teaching Global Studies and Humanities.**

I. CHARACTERISTICS OF STUDENTS

A. Headcount of students formally admitted to and enrolled in programs leading to licensure.

Part-Time				
	Male		Female	
Graduate	American Indian/Alaskan Native	0	American Indian/Alaskan Native	0
	Asian/Pacific Islander	0	Asian/Pacific Islander	1
	Black, Not Hispanic Origin	0	Black, Not Hispanic Origin	4
	Hispanic	0	Hispanic	0
	White, Not Hispanic Origin	1	White, Not Hispanic Origin	25
	Other	0	Other	0
	Total	1	Total	30
Licensure-Only	American Indian/Alaskan Native		American Indian/Alaskan Native	
	Asian/Pacific Islander		Asian/Pacific Islander	
	Black, Not Hispanic Origin		Black, Not Hispanic Origin	
	Hispanic		Hispanic	
	White, Not Hispanic Origin		White, Not Hispanic Origin	
	Other		Other	
	Total		Total	

B. Program Completers (reported by IHE).

Program Area	Graduate		Graduate Licensure Only	
	PC	LC	PC	LC
PC Completed program but has not applied for or is not eligible to apply for a license				
LC Completed program and applied for license				
Prekindergarten (B-K)				
Elementary (K-6)	2	8		
Middle Grades (6-9)				
Secondary (9-12)				
Special Subjects (K-12)				
Exceptional Children (K-12)				
Vocational Education (7-12)				
Special Services Personnel				
Total	2	8	0	0

C. Quality of students admitted to programs during report year.

Measure	Graduate
MEAN GPA	3.09
MEAN MAT Electronic Rubric	395.78
MEAN MAT Written	*
MEAN GRE Electronic	*
MEAN GRE Written	N/A
MEAN NUMBER OF YEARS TEACHING EXPERIENCE	1.18
NUMBER EMPLOYED IN NC SCHOOLS	9
* To protect confidentiality of student records, mean scores based on fewer than five test takers were not printed.	
Comment or Explanation:	

D. Scores of program completers on professional and content area examinations.

Specialty Area/Professional Knowledge	2014-2015 Program Completers Licensure Pass Rate	
	Number Taking Test	Percent Passing
Elementary Education	9	78
Institution Summary	9	78
* To protect confidentiality of student records, mean scores based on fewer than five test takers were not printed.		

E. Lateral Entry/Provisionally Licensed Teachers: Refers to individuals employed by public schools on lateral entry or provisional licenses.

Program Area	Number of Issued Programs of Study Leading to Licensure	Number Enrolled in One or More Courses Leading to Licensure
Prekindergarten (B-K)		
Elementary (K-6)	11	25
Middle Grades (6-9)		
Secondary (9-12)		
Special Subject Areas (K-12)		
Exceptional Children (K-12)		
Total		
Comment or Explanation:		

F. Time from admission into the graduate teacher education program until program completion

Full Time						
	3 or fewer semesters	4 semesters	5 semesters	6 semesters	7 semesters	8 semesters
Graduate degree						
Licensure Only						
Part Time						
	3 or fewer semesters	4 semesters	5 semesters	6 semesters	7 semesters	8 semesters
Graduate degree				1	6	1
Licensure Only		3				
Comment or Explanation:						